DOCUMENT RESUME

ED 023 529 08 RC 002 835

By-Fuller, Gerald R.; Phipps, Lloyd J.

Development of Human Resources through a Vocationally Oriented Education Program for Disadvantaged Families in Depressed Rural Areas. Interim Report No. 2.

Illinois Univ., Urbana. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-5-0125
Pub Date Sep 68
Contract-OEC-5-85-041
Note-18p.
Available from-Rurban Educational Development Laboratory, 357 Education Building, University of Illinois, Urbana, Illinois 61801.
EDRS Price MF-$0.25 HC-$1.00
Descriptors-*Depressed Areas (Geographic), Disadvantaged Youth, Economically Disadvantaged, Experimental Programs, *Family Involvement, Rural Areas, Rural Education, Social Class, Socially Disadvantaged, *Social Structure, *Vocational Education
Identifiers-Illinois, Project Educational-Disadvantaged Youth, *Project REDY

One aspect of Project REDY (Rural Education-Disadvantaged Youth) was to explore the degree of upward social and occupational mobility which society might realiztically expect from residents of a rural economically depressed area. Social class structure was identified as a related factor and examined in a rural, Southern Illinois county. It was found that the sociological phenomenon of class stratification of the economically depressed area studied was characterized as primarily middle, upper-working, and working class. It was concluded that an agrarian economically depressed area generally contained youth and adults who wanted to and would work. However, the majority of the youth and adults tended to select lower status occupations due to local availability and social circumstances. An implication drawn from the study was that full development of economically depressed rural areas will occur when business, industry, and education join forces in a planned, systematic attack on economic and social problems. A bibliography concludes the report. Related documents are RC 002 834 and RC 002 836. (SW)

BR-5-0125
PA-08

OJEC
REDY

Interim Report No. 2

ProjecT No. 5-0125
Contract No. OE-5-85-041

Development of Human Resources Through A Vocationally Oriented Educational Program For Disadvantaged Families in Depressed Rural Areas

ED023529

Gerald R. Fuller
Lloyd J. Phipps

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

September 1968

357 Education Building
College of Education
University of Illinois
Urbana, Illinois

Project Supported by.
U. S. Department of Health, Education and Welfare
Office of Education, Bureau of Research
Division of Comprehensive and Vocational Education Research

RC002835

INTERIM REPORT NO. 2
PROJECT NO. 5-0125
CONTRACT NO. OE-5-85-041

Gerald R. Fuller
Lloyd J. Phipps

September 1968

The research reported herein was performed pursuant to a contract with the Office of Education, United States Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

College of Education
University of Illinois
Urbana, Illinois

PREFACE

This project, commonly referred to as Project REDY (Rural Education: Disadvantaged Youth), will result in the development of a vocationally oriented, family-centered educational program that can be used by educators to help severely disadvantaged families overcome the social and psychological pressures which inhibit their advancement in the affluent American society. One focus of this research is on making economically depressed rural areas a better place in which to live by developing the human resources within the areas. This is the second of a series of preliminary reports published to disseminate the findings of Project REDY.

Lloyd J. Phipps, Project Director
Gerald R. Feller, Associate Director

This publication is available from:

Rurban Educational Development Laboratory
357 Education Building
University of Illinois
Urbana, Illinois 61801

TABLE OF CONTENTS

Page

I. INTRODUCTION..... 1

Situation..... 1

Purpose of the Research..... 1

Research Population..... 2

II. MAJOR FINDINGS..... 3

Social Class Identification..... 3

Total Population..... 3
Population of Severely Disadvantaged Families..... 4

III. SUMMARY AND CONCLUSIONS..... 5

Social Class Structure..... 5

Elimination of Upper Social Classes..... 5
Rural Brain Drain..... 5
Out-Migration of the Low-Ability Individuals..... 5

Occupational Status Structure..... 6

Total Population..... 6
Population of Severely Disadvantaged Families..... 6

Cross-Social Class Tolerance..... 7

Total Population..... 7
Population of Severely Disadvantaged Families..... 7

Aspirations and Expectations..... 8

Influence of Interpersonal Contacts..... 8
Work Imperative Value..... 9

IV. IMPLICATIONS.....11

BIBLIOGRAPHY.....13

LIST OF TABLES

		Page
Table 1	Social Class Structure of Families in an Economically Depressed Rural Area	3
Table 2	Social Class Structure of Severely Disadvantaged Families in an Economically Depressed Rural Area	4

I. INTRODUCTION

Situation

American society has started to question the advisability of continuing the process of removing people from rural areas and concentrating them on small areas of land. Society is asking whether the population of America may actually be overurbanized and whether excessive urbanization may be having a negative effect on the economic and social health of their Nation.

The economically depressed rural areas of this Nation have not developed overnight. These areas, which contain over six million people, are a partial product of American society's inclination to place an inordinate emphasis on economics. The economically disadvantaged rural areas have lacked the material and monetary resources needed to make them competitive with the more advantaged rural and urban-metropolitan areas. Up to this time, society had decided not to help the deprived rural areas gain the resources they needed. The disadvantaged rural areas thus have become social and occupational backwaters of the mainstream of the technological revolution. Some economists and sociologists have promulgated a continuing deterioration of the disadvantaged low population density areas of America.

The focus of American society upon economic growth has resulted in the continuing movement of both human and economic resources into clusters of high population density areas. The people of America seem to have little chance to escape the whirlpools of economic and social pressures which continually push more and more of them toward the vortices of the urban areas, leaving fewer and fewer people in the outer fringes. These whirlpools of urbanization, started by society, have been growing in intensity every year.

Economists and sociologists have educated large segments of American society to believe that the centripital force effect of urbanizing the population and centralizing industry is basic to the welfare of the Nation. To date, the major positive thrust of society's programs for development and improvement has focused upon urban areas to the extent that rural areas have been neglected. In fact, society has purposely followed a course of action which has disadvantaged rural areas in favor of urban areas. People have been consistently told that rural residents are hindering the economic development of the Nation.

American society is beginning to recognize that human resources must be developed in rural areas as well as in urban areas. It is now being suggested by an increasing number of economists and sociologists that rural areas which are economically depressed should be reclaimed and made into viable places in which to live. Residents of rural areas may soon be given the opportunity to escape from the whirlpools of urbanization, if they so desire.

Purpose of the Research

Bringing the economically disadvantaged rural areas, which society has neglected, back to life will require more than the creation of employment opportunities for persons residing in such areas. Improved employment opportunities will aid in rural area development but this alone will not be sufficient. Attention must be given concurrently to helping rural residents become ready to benefit from the changes.

A traditional American belief is that all persons in economically depressed rural areas have the opportunity, through their choice of occupations, to progress upward both in social class strata and in the ability to share in the material aspects of today's affluent society. There is evidence available which indicates this concept

may operate in theory, but for most people in economically depressed rural areas pressures of society make this an unrealistic belief. Apparently, there are some psychological aspects of American society that negate upward mobility even when occupational opportunities exist, although society holds tenaciously to the "Horatio Alger" myth.

Technological development in America is rapidly producing a country of skilled technicians and managerial personnel in which the semiskilled and unskilled workers seem to have little opportunity to share in economic progress. It is important to recognize that occupations are related to social class status in American society. The characteristics of the social class with which a person identifies will directly influence the realistic expectations he or she has for upward mobility in our technological economy. Persons in the lower social class strata tend to be relegated to these strata, even though in theory they have the greatest opportunity for advancement by developing or improving their technological skills. These people must be helped psychologically to overcome societal pressures so they can and will take advantage of opportunities for advancement.

One aspect of Project REDY was to explore the degree of upward social and occupational mobility which society might realistically expect from residents of a rural economically depressed area under existing circumstances. The social class structure of such a disadvantaged area was identified, for the purpose of this research, as one measurable characteristic of society which would provide an insight into the true circumstances regarding upward social mobility. The social class stratification of the families living in the study area was determined and served as a basis for identifying some of the sociological and psychological problems which would have to be solved by the residents of the area before upward social and occupational mobility could be affected.

Research Population

A rural, southern Illinois county identified as being economically depressed was the geographic area in which this phase of Project REDY was conducted. The total population of families in the area served as the population universe from which a random sample of families was drawn. Also, the families that were severely disadvantaged both socially and economically were identified within the total population universe and randomly sampled. The data reported in this publication are based upon the findings obtained from on-site interviews of family members in each of the random samples.

Trained interviewers contacted the male or female family head of each family in the random samples. During the interviews, conducted in the spring of 1966 at the residence of each family, the Sims SCI Occupational Rating Scale was administered to the head of the family being interviewed. The directions given the family member were so worded that the responses represented the general feeling of the adult family members regarding their place in the social class stratification system.

Data regarding social class identification were collected for 85 families in the random sample which represented a cross-section of the 2,073 families identified as living in the study area. Similar data were also collected for 30 severely disadvantaged families from the random sample of 238 families which were identified as being severely disadvantaged both socially and economically and were residing in the study area.

II. MAJOR FINDINGS

Social Class Identification

The social class structure of American society, as identified by the Sims SCI Occupational Rating Scale, contains the "Upper-Upper" class, the "Upper" class, the "Upper-Middle" class, the "Middle" class, the "Upper-Working" class, the "Working" class, and the "Lower-Working" class. A cross-section of society would contain all seven social strata, and the social strata would not be equally distributed in terms of numbers, according to Sims, but would be shifted toward the middle and working classes in the social stratification system.1/ Deterioration of the social class structure would result in a social imbalance, severely shifting the distribution toward the lower working classes.

The social class identification model used in the study was based upon the degree to which families associated their present position in society with 42 selected occupations requiring varying degrees of technical and leadership abilities. The occupations with which a family was asked to associate represented a hierarchy based upon an occupational prestige ranking given by society. Selected clusters of occupations within this hierarchy represented different social classes within society. The social class of a family was thus identified by the cluster of occupations with which the family associated.2/

Total Population. Based upon the results of this study the sociological phenomenon of class stratification of the economically depressed rural area studied, when viewed by the families residing in the area, can be characterized as primarily middle, upper-working, and working class. The depressed area studied was found to be devoid of the highest prestige social classes and only a small number of families associated themselves with the lowest social class.

The upper-middle social class was the highest prestige group found in the area but represented only four of each 100 families. Two families in every ten associated themselves with the middle social class. The middle-working and working classes were about evenly split and, when combined, accounted for seven of every ten families in the economically depressed rural area. The lowest social class in the prestige hierarchy, the low-working class, accounted for a very small number of the families; one in each 100.

Table 1.--Social Class Structure of Families in an Economically Depressed Rural Area

Prestige Ranking	Social Class	Percentage of Families
Highest	upper-upper	0
↓	upper	0
	upper-middle	4
	middle	22
	upper-working	35
	working	38
Lowest	low-working	1

1/ Verner M. Sims, Sims SCI Occupational Rating Scale Manual of Directions, p. 4.
2/ Sims, p. 4.

Population of Severely Disadvantaged Families. The economically depressed rural area studied contained a large number of families who, by American society's contemporary standards, were classified as being severely disadvantaged socially and economically. These severely disadvantaged families were an integral part of the rural area. They were dispersed throughout the area and resided among the more advantaged families. The factors of distance between residences and the scattering of the disadvantaged families throughout the area tended to make them somewhat invisible as a group to the more advantaged families in the area. Perhaps these financially and socially deprived families represented a kind of "subculture" within the economically depressed rural area.

The social stratification of the severely disadvantaged population was skewed more toward the lowest prestige social stratum than was the total population in the depressed rural area. However, the severely disadvantaged families residing within the economically depressed rural area did not tend to associate themselves with only the low-prestige social class. Rather, they tended to see themselves as being dispersed throughout the low-working, working, middle-working, and even the middle social classes.

Table 2.--Social Class Structure of Severely Disadvantaged Families in an Economically Depressed Rural Area

Prestige Rank	Social Class	Percentage of Families
High ↓ Low	upper-upper	0
	upper	0
	upper-middle	0
	middle	13
	middle-working	30
	working	30
	low-working	27

In the severely disadvantaged population, nearly three of each of ten families identified with the lowest social class. The majority of families, six in ten, associated themselves with the middle-working and working classes while approximately one of each ten severely disadvantaged families classified themselves as being in the middle social class. The three upper classes were not represented in the population of severely disadvantaged families.

III. SUMMARY AND CONCLUSIONS

Social Class Structure

It can be said that the economic deterioration of disadvantaged rural areas similar to the one studied has been accompanied by a deterioration of the social class structure, if one is willing to generalize the findings of this research. A severe social class imbalance, dramatically shifted away from the upper social class strata, exists for the population as a whole in economically depressed rural areas. The social class structure of the "subculture" of severely disadvantaged families in economically depressed rural areas is critically skewed toward the lower working social class.

Elimination of Upper Social Classes. The economic deterioration has in effect eliminated the higher status social classes from the disadvantaged rural areas. Some families, who in the past probably identified with the higher social classes, have either chosen or been forced to remain in the deprived rural areas. These families have seen the technological advances of society progress in the economically advantaged rural and urban areas at a more rapid rate than in the depressed areas. These families have been unable to keep up with the mainstream of society. The material and cultural gap between higher social classes in advantaged areas and the rural disadvantaged areas has widened. The families in rural areas, that in the past identified with higher social classes, no longer are able to associate their position with the higher prestige strata in society.

Rural Brain Drain. The economic deterioration of deprived rural areas has also led to the out-migration of the higher social classes and the abandonment of the rural areas by high-ability youth and adults. Economically depressed rural areas offer few attractions to the types of individuals they need most. The occupational prestige hierarchy used in the social class identification model implies that greater degrees of educational attainment, leadership development, technological skill development, and cultural interests are associated with the higher social strata. Due to the kinds of occupational opportunities available to residents who remain in economically depressed rural areas, individuals with high ability are relegated primarily to occupations associated with the working and middle-working social stratum. Those who are not willing to accept this situation are attracted to the urban areas.

The urban-metropolitan areas of our Nation have benefitted greatly from the rural "brain drain" at the expense of the disadvantaged rural areas. The high ability, ambitious youth and adults in disadvantaged rural areas have found, and continue to find, the "big city" is where they must go for employment. This is true for those seeking entry into high prestige occupations as well as those seeking upward social mobility through a change in occupations. The rural areas thus lose many of their potential leaders as well as the potential high ability labor force. Society has had few qualms over this type of rural to urban migration.

Out-Migration of the Low-Ability Individuals. The rural "brain drain" has also created a serious problem for urban areas. Economically depressed rural areas lack employment opportunities for large numbers of lower ability individuals. Most of these lower ability people are severely disadvantaged economically and socially. The attraction of occupational opportunities plus the usually greater public aid benefits in urban areas has created an out-migration of the socially and economically disadvantaged families. The social unrest of the big cities is in a large part related to the continuing influx of rural disadvantaged youth and adults. Society is pointing a finger at the rural areas, implying that the rural areas are contributors to the urban problems.

Society has failed to recognize that economically depressed rural areas are a by-product of the rapid development of an urbanized technical economy. The rural areas are an integral part of urban areas even though great distances separate the two types of areas. The economically depressed rural areas might be likened to geographically extended urban low-income and ghetto areas. Urban economic development at the expense of rural areas will continue to aggravate this situation.

Occupational Status Structure

The social class identification measurement used in Project REDY provided more than just a picture of the class stratification within the economically depressed rural area studied. The social classifications were based upon the social prestige hierarchy of the occupations with which families identified. The status given to various occupations was directly related in a positive direction to the amount of leadership and technical ability required to be successful in the job, as well as the anticipated earnings. The social class stratification would tend to correspond closely to the existing occupational opportunities available to persons living in the depressed rural areas.

An economically healthy area would have in it occupations representing all degrees of prestige. The distribution of occupations could be expected to peak near the middle and slightly lower status levels. Deterioration of the economic structure of an area would result in an imbalance in the occupational status structure as the higher status occupations are related to affluence. The research conducted in Project REDY suggests that rural economically disadvantaged areas similar to the one studied have a critical occupational imbalance, severely shifted toward low-status jobs in the occupational status structure.

Total Population. To the extent the findings of this research are generalizable to other agrarian oriented economically depressed rural areas, an expected occupational status structure can be projected. It is apparent that in such deprived areas nearly 80 in every 100 occupations tend to fall below the middle occupational status on the hierarchy scale. Compared to higher status occupations, these working and middle-working status occupations tend to provide low to moderate levels of income. They also tend to require low to moderate degrees of ability when compared to the higher status occupations. However, the required ability levels within the occupational strata may differ greatly in relationship to each other.

The true circumstances found in the economically depressed rural areas seriously limit upward mobility of the residents. For all practical purposes, the majority of youth and adults in these areas have available to them the prospect of employment in occupations considered by society to be of a somewhat low status. The realistic expectations for the upward mobility of most rural residents who chose to, or must remain in economically depressed areas, is within the lower status occupational clusters rather than the higher status occupations.

Population of Severely Disadvantaged Families. The severely disadvantaged families are apparently relegated to the lower status occupations which are found in economically depressed rural areas. The severely disadvantaged families are not represented in the limited number of upper-middle status occupations available in the area where they live. These disadvantaged families associate their jobs with middle-status occupations at the rate of about 13 families per 100. Of the remaining

87 families, 60 would probably be employed in the middle-working and working status occupations. A disproportionate number of disadvantaged families associate with low-working class occupations. Nearly 30 deprived families in each 100 would tend to associate their jobs with the lowest status occupations, even though only one in each 100 occupations in the area are probably this low in prestige.

The fact that these disadvantaged families generally associate with the lower status occupations requiring lower ability indicates that they receive relatively lower income. However, with a definite deficiency of higher status occupations existing in the depressed areas the severely disadvantaged families must compete with the more affluent families for the higher status occupations. Realistically, it can be expected that the members of severely disadvantaged families would have a difficult time in meeting this challenge, even though they might have the potential ability to succeed in the higher status occupations.

Cross-Social Class Tolerance

The Sims SCI Occupational Rating Scale has, according to its author, inherent validity as a measure of occupational tolerance. It is suggested by Sims that occupational tolerance is related to social tolerance, based upon some limited research in this area.3/ If it is valid to assume that a positive relationship between the occupational tolerance and social tolerance does exist, then the degree of social tolerance of families in economically depressed rural areas can be examined using the data obtained in this study.

The degree of tolerance members of one social class exhibit towards members of other social classes was found by Sims to be negatively correlated with social class status.4/ That is, the lower the social class status of a person, the higher the degree of tolerance the person has for members of other social class strata.

Total Population. Generalizing from the data obtained in this study, families living in economically depressed rural areas of the type examined in Project REDY can be characterized as being rather tolerant toward members of differing social class strata. Nearly three-fourths of the families would probably identify with the three lowest social class strata; the strata possessing the most tolerant individuals. It appears probable that these families would tend to accept families in similar social classes and thus associate with each other to a greater degree than would families in the higher status social classes.

Approximately 25 percent of the families living in a depressed rural area would tend to associate with the middle and upper-middle social class strata and these families would probably be less tolerant toward the lower classes. It would seem realistic to expect only a limited amount of cross-social class association to occur between families of the upper and lower status social classes, even though the lower social classes possess a relatively high degree of social tolerance. As social class is associated with occupational status, mobility from one occupational status to another will be limited also.

Population of Severely Disadvantaged Families. Considering the tolerance of members of one social class towards members of another social class, the severely disadvantaged families in the lower working social stratification would seem to be the most isolated from families in other social classes, even though they are probably the most tolerant of all social classes. Both the advantaged and disadvantaged

---

3/ Sims, p. 8.
4/ Sims, p. 8.

families in the higher social classes in the hierarchy tend to be less tolerant of lowest stratum families and thus reject the low-working class. The middle-class, upper-working class, and working class seem to have large enough populations in the total community with which to associate so that isolation is not as severe as in the low-working class population. The upper-middle class is comparatively small but its members are probably not concerned with the problem of social isolation.

Apparently, in economically depressed rural areas such as the one studied in Project REDY, both social class isolation and separation by geographic distances would drastically limit opportunities for the severely disadvantaged families in the lower working status social class to develop intimate associations with members of the higher social classes. Also, economic deprivation would possibly limit the amount of cross-social class association both between and within the higher status social classes. As a result, a kind of "subculture" of severely disadvantaged families may exist within the depressed area.

Aspirations and Expectations

The occupational status structure and the associated social class status structure of rural areas that are economically depressed do not stimulate an overwhelming desire for social and occupational advancement in the rural youth. It is not realistic to expect the majority of youth and adults living in the deprived rural areas to strive for great personal advancements. Contrary to the "Horatio Alger" myth, economic deprivation may not be as strong a stimulus to upward mobility as some may think.

Influence of Interpersonal Contacts. The youth and adults in economically deprived families tend to have the majority of their personal contacts channeled toward persons in similar circumstances. The social class and occupational status structure of economically depressed rural areas dictates that for the vast majority, personal contacts will be with the middle-working and working social classes. An even more serious deterrent to upward mobility is the indication that a large proportion of the severely disadvantaged families will associate primarily with those in the lowest social class. According to Sewell and Orenstein, lower status adults lack knowledge of the activities of higher prestige persons. Thus the lower social classes are relatively unable to pass along to their members realistic and accurate information regarding the activities and occupations associated with higher social class status. Futhermore, members of the lower social status tend to have lower economic aspirations when compared to persons in higher social class strata and tend to suggest lower status occupations to others.5/

The aspirations of both youth and adults are influenced by someone other than the individual himself. This outside influence is both positive and negative in terms of the establishment of goals. Interpersonal relationship thus plays a critical role in determining for an individual a choice of occupations and thus the aspiration for upward mobility. An individual will examine an occupational choice in terms of the possible advantages and the disadvantages based upon his or her frame of reference. Persons in the economically depressed rural areas lack a broad frame of reference regarding occupational choice. Society has virtually eliminated the opportunity for members of lower social class rural families to obtain actual experiences in higher status occupations or to have intimate contact with members of higher social classes. The higher status occupations and persons in the higher social classes are lacking or nearly lacking in economically depressed rural areas.

5/ William H. Sewell and Alan Orenstein, "Community of Residence and Occupational Choice," American Journal of Sociology. Vol. 70, No. 5, March, 1965, p. 562.

The motivation of individuals living in depressed rural areas is derived in part from a desire to act in the manner in which they think people who are significant to them would expect, according to Brim.6/ Preliminary research conducted in the State of Washington suggests that, in terms of educational aspirations, the individual's peer group may have more influence on the development of values than does the family.7/ But, research by Simpson indicated that he found support for the hypothesis that parental influence is a factor in the development of occupational aspirations of working-class boys. In addition, he found that those working-class boys who associated with middle-class boys tended to aspire more often for higher prestige occupations than did those working-class boys who associated only with others in their own social class stratification.8/

Again, the middle and higher social classes are relatively absent in economically depressed rural areas. Realistically, the proportion of middle and higher social class youths to working-class youths would limit interpersonal association. In addition, social class tolerance of the higher status groups would tend to prevent meaningful association with lower social class groups. This is probably even more true for members of the severely disadvantaged families and may offset the fact that some severely deprived families associate themselves with the middle-class social stratum.

Lipset and Bendix summarized, in part, the problems facing the majority of youth in economically depressed rural areas. They stated:

> "If an individual comes from the working class, he will typically receive little education or vocational advice; while he attends school, his job plans for the future will be vague and when he leaves school he is likely to take the first available job he can find. The poverty, lack of planning, and failure to explore fully the available job opportunities that characterize the working class families are handed down from generation to generation. The same accumulation of factors, which in the working class creates a series of mounting disadvantaged, works to the advantage of a child coming from a well-to-do family."9/

Work Imperative Value. The families living in rural depressed areas characterized as being agricultural would be found to possess the work imperative value even though the majority tend to classify themselves in social strata below the middle class; the strata in which one can assume this value is strongest. The agrarian background of these families, plus the fact that many families are presently full- or part-time commercial farmers tends to perpetuate a devotion to work in the minds of the people.

The positive value of work held by residents of rural areas that are economically depressed does not, as has been pointed out, insure that they will be motivated toward upward mobility. According to Slocum, "the pervasive influence of work-related values is such that every boy is aware that he will eventually participate

---

6/ Orville G. Brim, Jr., "Adolescent Personality as Self-Other Systems," Journal of Marriage and the Family. May, 1965, p. 159.

7/ Walter L. Slocum, "Occupational and Educational Plans of High School Seniors from Farm and Nonfarm Homes," as reported in Walter L. Slocum, Aspirations and Expectations of the Rural Poor--A Guide to Research. p. 10.

8/ Richard L. Simpson, "Parental Influence, Anticipatory Socialization and Social Mobility," American Sociological Review. Vol. 27, No. 4, pp. 521-522.

9/ Seymour M. Lipset and Reinhard Bendix, Social Mobility in Industrial Society. pp. 197-198.

in some occupational role." Slocum points out that research shows most young men from middle-class families not only expect to work after leaving school, but usually expect to work hard and generally aspire to move upward to higher prestige occupations than those held by their fathers. He states that "it is probably correct to assume that the work imperative is very strong among adults, especially among those in commercial agriculture and in middle status nonfarm occupations."10/

Again, it appears that upward mobility is more likely to occur among members of middle and upper social class families. The agrarian, economically depressed area will generally contain youth and adults who want to and will work. However, the majority of the youth and adults may tend to select lower status occupations due to availability and the social circumstances in which they live.

10/ Walter L. Slocum, Aspirations and Expectations of the Rural Poor--A Guide to Research. p. 2.

IV. IMPLICATIONS

Rural regions, especially those economically depressed, must be developed into viable places in which to live. Attention needs to be given toways and means for bringing into an optimum balance the occupational status structure. This will be accompanied by more optimum social class balance if the associated cultural, educational, and recreational facilities are developed. Disadvantaged rural areas must be made balanced communities.

The advantaged urban and rural areas can no longer be allowed to be economic parasites, extracting the "life blood" from the economically depressed rural areas. The problems of low population density, deprived rural regions have now created even more serious problems for high population density urban areas. Society is beginning to raise serious questions about the inordinate focus on economics that has influenced the deterioration of disadvantaged rural areas.

The indiscriminate development of business and industry in rural areas that are presently economically depressed may not be the most effective way to develop the human resources in these country areas. Often, the emphasis is on improving the economy by adding a new business or industry with no attention being given to the long-term development of human resources. In fact, business and industry often exploits the disadvantaged rural labor force by providing relatively low-status occupations which in turn influence many of the residents to remain in the deprived area with little chance for social and economic improvement.

Business and industry should join forces with others who are interested in developing rural areas into viable places in which to live. There is adequate data available which indicates a systematic program of education, when combined with the planned development of employment opportunities, would lead to more effective development of rural areas that are economically depressed.

Starting where the people are, in terms of readiness to take advantage of new employment opportunities, and planning a long-term program of development appears to be a necessity if a lasting impact is to be made in the deprived rural areas. Readiness includes the ability of the people to both perform the jobs and overcome the pressures of society which tend to keep them in the social class stratification with which they now identify.

Readiness for social advancement is particularly important when one considers the families in the lower social classes. The lower classes include the vast majority of the severely disadvantaged families. Realistically, these people tend to perpetuate their situation even though opportunities for advancement are made available. Unless society puts forth a purposeful effort to help these people strive for advancement, they will remain disadvantaged both socially and economically.

Attention should first be given to the development of occupations associated with the working, upper-working, and middle social classes so that the most severely disadvantaged people living in the economically depressed rural areas can have realistic opportunities for improving their economic situation and for making a start toward upward social mobility. The opportunity to secure employment in rural areas would tend to slow the migration of the disadvantaged families and individuals to urban areas.

To insure that the severely disadvantaged families are ready to take advantage of the new employment opportunities, a systematic educational program should be initiated. The educational program should focus on the social and psychological

problems that these people must overcome before they can move upward in the social stratification, as well as providing the necessary knowlege and skills needed for employment in the emerging occupations. Members of the deprived families must be helped to develop a realistic understanding of the world of work and how they can best take advantage of new opportunities. A purposeful effort must be made to include these people, especially the youth, in activities which involve youth and adults in the higher social strata. Society must help the severely disadvantaged families psychologically as well as economically.

The development of occupations associated with the upper-middle, upper, and upper-upper classes should also receive the attenion of persons interested in developing economically depressed rural areas into "complete" communities. The availability of the higher status occupations will reduce the "rural brain drain" as well as expanding the social class structure of deprived rural areas. The higher ability youth and adults will find employment opportunities in the rural area and not be forced to migrate to urban areas; upward social mobility will be possible in the rural areas. Those persons in the higher social classes will have opportunities to move upward in the social class structure. The people in the lower social classes will have the chance to associate with the higher social classes, and they will also see the opportunities available to them for upward social mobility.

The full development of rural areas that are depressed economically will occur when business, industry, and education join forces in a planned, systematic attack on economic and social problems. Focusing only on the economic progress of the deprived areas will result in the "rich getting richer and the poor getting poorer" in the same way this phenomenon has occurred in the urban areas. Society must demand that the development of the human resources in depressed rural areas be given as much attention as economic development.

BIBLIOGRAPHY

Brimm, Orville G., Jr., "Adolescent Personality as Self-Other Systems," Journal of Marriage and the Family. Vol. 27, No. 2, May, 1965.

Lipset, Seymour M. and Bendix, Reinhard, Social Mobility in Industrial Society. Berkeley, California: University of California Press, 1959, 309 pp.

Sewell, William H. and Orenstein, Alan, "Community of Residence and Occupational Choice," American Journal of Sociology. Vol. 70, No. 5, March, 1965.

Simpson, Richard L., "Parental Influence, Anticipatory Socialization and Social Mobility," American Sociological Review. Vol. 27, No. 4, August, 1962.

Sims, Verner M., Sims SCI Occupational Rating Scale Manual of Directions. Chicago, Illinois: World Book, 1952, 8 pp.

Slocum, Walter L., Aspirations and Expectations of the Rural Poor--A Guide to Research. Washington, D. C.: U. S. Department of Agriculture, Economic Research Services, 1967, 37 pp.

7-24-68eat